



**New Mexico Department of Public Safety  
Law Enforcement Academy  
OFFICER SURVIVAL SCENARIO EVALUATION GUIDELINES**



**DEFINITIONS FOR PASS (P), PASS MINUS (P-), FAILURE (F), & N/A**

**PASS** – Student successfully met the instructional objective for this skill evaluated in the scenario.

**PASS MINUS** – Student successfully met the instructional objective for this skill evaluated in the scenario but his / her performance requires improvement.

**FAILURE** – Student did not successfully meet the instructional objective for this skill evaluated in the scenario.

**N/A** – Evaluation of the instructional objective for this skill is not applicable in the scenario.

**DEFINITIONS OF INSTRUCTIONAL OBJECTIVES FOR SKILLS TO BE EVALUATED**

For purposes of defining instructional objectives it is understood that the student's role in each scenario shall be that of general law enforcement personnel (deputy, officer, marshal, agent, etc.) and each skill will be evaluated based upon the appropriateness of the student's application of officer survival instructional objectives to the situation defined in the scenario. The complexity of the scenario, not the individual skills evaluated, will determine the scenario's designation as basic, intermediate, or advanced.

**APPROACH** – The student's advance within the scenario should be appropriate to the situation and tactically sound.

**COMMUNICATION WITH OFFICERS** – The student's verbal, non-verbal, and radio communication with fellow students should be clear, succinct and contain appropriate information. The student should be aware of radio transmissions directed to them by other officers and respond appropriately.

**COMMUNICATION WITH RADIO** – The student's communication with the dispatch center should comply with established protocols. The student's communication should be clear and succinct. The student should advise radio, as appropriate to the situation, of changing circumstances and be aware of radio transmissions directed to them by the dispatch center and respond appropriately.

**COMMUNICATIONS WITH SUBJECTS** – The student's verbal and non-verbal interaction with should be clear, succinct, and exhibit command presence.

**COVER AND CONCEALMENT** – The student should be aware of and take advantage of cover and concealment as appropriate to the situation and tactically sound.

**DANGER AREA AWARENESS** – The student should recognize potential danger areas and react to them as appropriate for the situation and tactically sound.



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**DANGER CUE AWARENESS** – The student should recognize danger cues exhibited by subjects and take action appropriate to the situation and tactically sound.

**ENFORCEMENT ACTION** – The student should demonstrate awareness of his / her authority and take enforcement action that is legally defensible and appropriate to the situation.

**HANDCUFFING** – The student must demonstrate the correct handcuffing and handcuff removal techniques appropriate to the situation and tactically sound.

**LIGHT DISCIPLINE** – The student must demonstrate an awareness of proper light discipline and avoid unnecessarily illuminating themselves or fellow students, which by so doing would jeopardize their safety or effectiveness.

**MOVEMENT** – The student must demonstrate movement in the scenario that is appropriate to the situation and tactically sound.

**NOISE DISCIPLINE** – The student must demonstrate an awareness of proper noise control and avoid unnecessary noise, which by so doing would jeopardize their safety or effectiveness.

**PAT DOWN** – The student should demonstrate a systematic and legally defensible “Terry Pat Down.”

**PERSON SEARCH** – The student should demonstrate a correct, systematic and legally defensible person search.

**POSITIONING OF OFFICERS** – The student must situate himself / herself or direct other students to positions that are appropriate to the situation and tactically sound.

**POSITIONING OF VEHICLES** – The student must situate their vehicle and direct other students to position their vehicles in manner that is appropriate to the situation and tactically sound.

**USE OF EQUIPMENT** – The student must demonstrate the efficient use the equipment available to them in a manner appropriate to the situation and tactically sound.

**USE OF FORCE** – The student must articulate an understanding of the appropriate use of force as defined by the Reactive Control Model (RCM) and demonstrate the application of appropriate force based upon the situation.

**VEHICLE SEARCH** – The student must demonstrate a tactically and legally sound motor vehicle search.

**WEAPON MANIPULATION** – The student must demonstrate proper weapon manipulation that is appropriate for the situation and tactically sound.